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ABSTRACT

In fall 1974, Hostos Community College (HCC) participated in the national survey of college freshmen which is conducted annually by the Cooperative Institutional Research Program (CIRP) of the American Council on Education, and UCLA. The population served by Hostos Community College is, for the most part, comprised of economically disadvantaged, minority group members. The questionnaire was translated into Spanish by instructors at HCC, and 46.6 percent of the 523 HCC respondents completed the questionnaire in that language; the remaining 53.4 percent completed the questionnaire in English. The 523 participants represented 55.1 percent of the entering class. This document was compiled to compare the characteristics of HCC freshmen with the college freshman population generally. The survey results for HCC students are broken down into three categories: (1) first-time, full-time freshmen; (2) first-time, part-time freshmen; and (3) transfers. Information presented includes data on selected student characteristics (age, sex, high school background, marital status, financial status, ethnicity, religious preference, family background, and reasons for choosing HCC), aspirations and goals (academic and occupational), and concerns and attitudes. The Student Information Forms in English and Spanish are appended. (DC)

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FRESHMEN PROFILE
ENTERING CLASS: FALL 1974

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May 1975

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JC 750 591

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FRESHMAN SURVEY: FALL 1974

A. INTRODUCTION

In the Fall of 1974 Hostos Community College participated in the national survey of college freshmen which is conducted annually under the auspices of the Cooperative Institutional Research Program (CIRP) of the American Council on Education, and the University of California, Los Angeles. The Fall 1974 national survey involved over 311,000 freshmen from 576 colleges and universities across the country and its results are reported in The American College Freshmen: National Norms for Fall 1974. (Astin, King, Light and Richardson. Los Angeles: CIRP, UCLA, 1974, $4.00).

The Student Information Form (see Appendix A) provides information on certain student characteristics and allows us to compare the characteristics of Hostos' students with those of freshmen from other colleges throughout the United States. These results also help us to reflect on some of the needs of our students and should help us to develop programs designed to address those needs.

At Hostos Community College, the questionnaire was translated into Spanish, with the approval of CIRP, and the English and Spanish versions were administered to the Fall 1974 freshmen who partici-

pated in a one-day orientation program in early September. The questionnaire was translated into Spanish (see Appendix B) by Ms. Erisbelia Garriga, under the supervision of Dr. Raoul Perez, Chairperson of the Modern Languages Department. It was administered to the freshmen by the counseling faculty of the Division of Student Services.

THE HOSTOS COMMUNITY COLLEGE PARTICIPANTS

In early September, 1974, 523 new students completed the Student Information Form.

TABLE I

Hostos Community College Participants

275 first-time, full-time freshmen
136 first-time, part-time freshmen
112 transfers, (full-time and part-time)*

*These students responded on the questionnaire that they had some prior college credit, at Hostos or elsewhere. The question was somewhat ambiguous, so this "transfer" category would include students who entered through the College Adapter Program, MEND, and similar programs. They can rightfully be considered freshmen at Hostos Community College.

The 523 participants represented 55.1% of the entering class of 949. Of the 275 full-time freshmen, 87.9% indicated that they were attending classes in the day. Of the 136 part-time freshmen 85.6% indicated that they were attending in the evening. The national norms, as reported through the Cooperative Institutional Research Program and used in this report, refer only to first-time, full-time freshmen. However, the survey results for Hostos students are available under the following categories:

*1. Total, first-time, full-time freshmen
2. Total, first-time, part-time freshmen
3. Total, transfers

*Subcategories for first-time, full-time freshmen:

4. Liberal Arts, age under 21, completed survey in English
5. Liberal Arts, age under 21, completed survey in Spanish
6. Non Liberal Arts, age under 21, completed survey in English
7. Non Liberal Arts, age under 21, completed survey in Spanish
8. Liberal Arts, age over 21, completed survey in English
9. Liberal Arts, age over 21, completed survey in Spanish
10. Non Liberal Arts, age 21 & over, completed survey in English
11. Non Liberal Arts, age 21 & over, completed survey in Spanish

Of the total 523 participants, 53.4% responded to the survey in English and 46.6% responded in Spanish.

TABLE 2

Preferred Language of Questionnaire

Freshmen	English	Spanish
Full-time	61.7%	38.3%
Part-time	43.8%	56.2%
Transfers	43.9%	56.1%

The print-out results for all categories and sub-categories are on file in the Office of Student Services.

A primary concern when participation in the national survey was discussed was the confidentiality of the survey information. The Cooperative Institutional Research Program assures the confidentiality of the information it receives, but to guarantee this students at Hostos Community College were asked not to record their social security numbers on the questionnaire. They were encouraged to respond to all questions, but were instructed to skip any question if they felt uncomfortable answering it. Hence, the survey results contain group, not individually identifiable, information.

It is expected that the survey results will not surprise most of the community at Hostos Community College. Most valid surveys tend to corroborate the perceptions of sensitive people and serve to quantify and organize what is already known. Hopefully, this report will help to do just that.

B. SELECTED STUDENT CHARACTERISTICS

1. AGE

The Hostos freshmen who participated in the survey were significantly older than the freshmen in the national norms.

TABLE 3

Age of Freshmen-%

Hostos Community College

Age by Dec. 31, '74	Full-time (F/T)	Part-time (P/T)	Transfer (Trsfr.)	Two-year College Nat'l Norms
17 or younger	3.3	0.0	0.0	3.5
18	23.1	6.9	2.7	69.2
19	17.2	3.8	1.8	17.6
20	10.3	5.3	6.3	3.3
21	7.0	6.9	5.4	1.4
22	5.1	6.1	6.3	0.9
23-25	8.1	13.0	12.5	1.6
26-29	10.3	16.8	18.8	1.1
30 or older	15.8	41.2	46.4	1.6

As can be seen from Table 3, over 25% of Hostos Community College first-time, full-time freshmen indicated that they were 26 years of age and older. This percentage is much higher for part-time freshmen and transfer freshmen:

TABLE 4

Hostos Freshmen
26 Years of Age and Older

Freshmen	%
Part-time	58.0
Full-time	26.1
Transfer	65.2

2. SEX

The Admissions Office has reported that the Fall 1974 freshmen were 40.6% male (n=385) and 59.4% female (n=564). Hence, the survey contains responses from a smaller proportion of males and a higher proportion of females than actually entered Hostos in Fall 1974.

TABLE 5

Sex of Hostos Community College Participants

Freshmen	male %	female %
first time, full-time	26.5	73.5
first time, part-time	41.2	58.8
non-first time	36.6	63.4
total participants	(32.5%)	(67.5%)

There has been a consistent pattern over the years of having more women attend Hostos than men. This pattern contrasts sharply with the two-year college national norms which indicate that slightly more men than women enter two-year colleges: 53.0% male; 47.0% female.

3. HIGH SCHOOL BACKGROUND

A much higher percentage of Hostos students indicated that they achieved a General Equivalency Diploma than did students in other two-year colleges. The percentage is even higher for "transfer" freshmen, that is, those who entered through programs such as the College Adapter Program, the MEND Program, etc.

TABLE 6

General Equivalency Diploma

Hostos Freshmen	%
first time, full-time	17.6
first time, part-time	19.3
transfers	31.3
two-year colleges national norms	1.4%

It must be remembered that these data are taken from the questionnaire and reflect the answers from a sample of freshmen and not from the entire population. However, the figures do reflect the fact that a substantial number of freshmen enter Hostos not only with a poor academic preparation from high school (for example, over one-third, 34.8% had a

high school average of less than 70%), but that a significant number did not complete the last year or two of high school at all. Hence, many were never taught how to write a term paper nor were they ever required to complete term paper assignments and other assignments which generally prepare students for the academic rigors of college.

4. PERSONAL AND FAMILY RESPONSIBILITIES

Students were asked about their marital status, financial independence from parents, and their income.

a. Marital Status

More than half (56.6%) of the first time, full-time students indicated that they were either: married (19.0%), engaged (9.5%) or seeing one person exclusively (28.1%). About two out of five (42.8%) in the national norms indicated that they were married, engaged, or seeing one person exclusively. But the figures for Hostos students increase dramatically when the responses from part-time and transfer students are included.

TABLE 7

Freshmen Marital Status-%
Hostos Community College

Status	F/T	P/T	Trsfr.
married	19.0	45.9*	49.0
engaged	9.5	7.2	3.1
seeing one person exclusively	28.1	18.9	19.4

*Two out of three men and one out of three women of the part-time freshmen indicated they were married.

Between 17% and 24% of the freshmen who did not indicate they were married, engaged or seeing one person exclusively indicated that they had not been dating in recent months.

b. Financial Independence from Parents

Over twice as many full-time Hostos students indicated they were financially independent from their parents (53.4%) than did the freshmen in the national survey (24.4%). As expected, this percentage is higher for part-time Hostos students (76.9%) and Hostos transfers (87.7%) who tend to be older.

It must be noted that only 44.9% of the first-time, full-time freshmen indicated that their yearly income, independent of parents, exceeded $500. Nearly nine out of ten of these freshmen (87.0%) indicated that they received no financial support from their parents. This latter statistic contrasts sharply with the statistic for other two-year college freshmen: only one-fourth (26.3%) of the freshmen in the national norms received no support from their parents.

5. WHY THEY CHOSE HOSTOS

Students were asked to indicate some of the reasons why they chose to attend Hostos. Among those reasons most frequently listed as "very important" are noted in Table 8.

TABLE 9

Reasons Noted as "Very Important"
For Attending Hostos

Reasons	Freshmen % F/T	P/T	Trsfr.	Nat'l Norms
College offered special educational programs	61.3	68.2	81.1	30.3
College offered financial aid	54.9	27.3	50.0	15.7
College has a good academic reputation	54.0	59.4	51.7	36.1
Wanted to live at home	32.3	43.4	22.7	22.3

Although only 5.4% of those in other two-year colleges indicated that a "very important" reason for attending a particular college was the fact that they could not find a job, over 20% of the Hostos students gave that as a "very important" reason for attending Hostos.

Although nationally the figure was only 11.2%, over 20% of Hostos Community College freshmen indicated that the advice of a guidance counselor was "very important" in determining their choice of Hostos.

About 50% of the part-time, and about 25% of the full-time freshmen indicated that the advice of someone who attended Hostos was "very important" in their decision to attend. (Nationally this figure is 16%).

The survey questionnaire did not provide the opportunity to determine if many freshmen chose Hostos because of the bilingual programs offered at the college. However, this may be inferred from a further analysis of the data. When the results of a sample of those who completed the questionnaire in Spanish are compared with the results of a sample of those who completed it in English we find the following:

TABLE 9

Reasons Noted as "Very Important" for Selecting Hostos

Liberal Arts Full Time Freshmen %

Reasons	English*		Spanish*		Nat'l Norms
	21 years and older	Younger than 21	21 years and older	Younger than 21	
College offers special education programs	63.6	49.0	84.0	88.9	30.3
College has a good academic reputation	45.8	54.2	90.9	77.8	36.1
Advice of guidance counselor	18.8	23.4	64.3	71.4	11.2

*English and *Spanish refer to the version of the questionnaire used

The results from the survey indicate that, in general, Hostos freshmen tend to attach greater importance to the above reasons for attending a particular college than do other college freshmen. However, the results from the samples used in Table 9 show that those who responded in Spanish tended to give greater weight to those reasons than did those who responded in English. This is not surprising since the category of "special educational programs: would include bilingual programs and a guidance counselor would more than likely refer a primarily Spanish-speaking counselee to a college with a strong bilingual program than to college without such a program.

6. ETHNICITY

Students were asked to indicate their ethnic or racial background. (Percentages will be more than 100% if students checked more than one category).*

TABLE 10

Ethnicity %*

Hostos Community College

Category	F/T	P/T	Trsfr.	Nat'l Norms
White/Caucasian	4.5	5.4	11.2	87.6
Black/Negro/ Afro-American	29.5	29.2	29.0	6.7
American Indian	1.9	1.5	1.9	1.1
Oriental	0.8	0.0	0.0	0.8
Mexican-American/ Chicano	0.4	0.8	0.0	2.8
Puerto Rican/ American	40.9	32.3	29.0	0.8
Other	25.0	34.6	30.8	2.2

As is evident, there is about a one-third division among "Black," "Puerto Rican," and "Other." Unfortunately, the national questionnaire did not provide the opportunity to specify the various ethnic backgrounds included within the "Other" category.

7. RELIGIOUS PREFERENCE

The largest single religious denomination represented in higher education as indicated in the national survey is Roman Catholic. This is true in every area of higher education with the exception of predominantly Black colleges. In predominantly Black colleges the Baptist denomination (56.5%) and the Methodist denomination (13.9%) are the largest religious denominations and Roman Catholic is third (10.3%). In all other colleges and universities about one-third of the students indicate that their religious preference is Roman Catholic. Of course, if all Protestant denominations were considered as one category, then "Protestant" would be the religion preferred by the largest number of freshmen in the national norms.

TABLE 11

Current Religous Preference of Freshmen
National Norms %

Freshmen	Roman Catholic	Next Largest Denomination
All Institutions of Higher Education	33.3	13.2 (Baptist)
All 2-Year Colleges	36.9	13.7 (Baptist)
All 4-Year Colleges	30.5	15.3 (Baptist)
All Universities	31.5	12.4 ("None")
Predominantly Black Colleges	10.3	56.5 (Baptist)

At Hostos nearly half of the full-time freshmen (47.7%) consider themselves Roman Catholic; nearly one-fifth (19.8%) prefer various Protestant denominations. There were 1.2% Muslim, 0.0% Jewish, 2.3% Seventh Day Adventists, and 0.8% Mormon; 14.0% prefer "other religions" and 9.7% prefer "none."

8. FAMILY BACKGROUND

For the most part the freshmen came from families which have had to struggle. Many families have low incomes; the parents have not had the opportunity for further education and many of the fathers are employed at semi-skilled or unskilled jobs, or are unemployed.

a. Parents' Income

Students were asked to estimate their parents' income. Their answers are noted in Table 12.

TABLE 12

Parents' Income
Hostos Community College %

Annual Income	F/T	P/T	Trsfr.	Nat'l Norms
Less than $3000.	36.8	38.3	30.6	4.5
$3000-$3999	19.4	1.7	14.5	3.3
$4000- 5999	12.9	21.7	16.1	5.5
$6000- 7999	14.4	15.0	19.4	6.8
$8000- 9999	8.5	16.7	6.5	9.4
$10,000-12,499	5.0	0.0	4.8	17.4
$13,000-14,999	1.5	0.0	3.2	14.6
$15,000 and above	1.5	6.6	4.9	38.5

The vast majority of students come from families which, according to any number of criteria that could be used, would be considered economically poor. The extent of this poverty becomes even more evident when one notes that nearly 60% of the full-time students come from families with incomes of less than $4000; less than 10% of students in the national norms come from families with similar incomes. Conversely, very few of the Hostos students are from families that could be classified as economically middle class.

b. Parents' Education

The vast majority of Hostos Community College freshmen are from families in which neither parent has graduated from high school. Less than 6.0% are from families in which the father graduated from college.

TABLE 13

Fathers' Education
Hostos Community College %

Education	F/T	P/T	Trsfr.	Nat'l Norms
Grammar school or less	48.9	46.6	48.4	10.3
Some High School	24.2	31.4	21.1	17.1
High School Graduate	15.0	15.3	13.7	33.7
Post Secondary (Other than College)	2.2	0.0	4.2	4.2
Some college	4.0	2.5	6.3	13.7
College degree	3.5	2.5	3.2	12.8
Some graduate school	0.4	0.8	1.1	1.2
Graduate degree	1.8	0.8	2.1	6.9

TABLE 14

Mothers' Education
Hostos Community College %

Education	F/T	P/T	Trsfr.	Nat'l Norms
Grammar school or less	46.2	44.3	52.2	6.8
Some High School	28.1	36.1	24.2	15.2
High School Graduate	16.6	13.9	13.1	46.5
Post Secondary (Other than College)	3.2	1.6	2.0	5.6
Some college	3.2	0.8	6.1	12.5
College degree	2.0	2.5	1.0	9.4
Some graduate school	0.0	0.0	0.0	0.9
Graduate degree	0.8	0.8	1.0	3.1

There is a marked contrast in the educational background of parents of two-year college students and parents of students in four-year public colleges. For instance, 35.8% of the fathers of four-year college freshmen had at least a college degree, while 20.9% of the fathers of two-year college freshmen had a college degree. However, only 5.7% of the fathers of Hostos full-time freshmen had graduated from college. For the most part, then, the experience of college, the demands of college and the total "academic package" (i.e., credits, transfer, probation, certain academic assignments and requirements, etc.) are unfamiliar ground for the vast majority of Hostos freshmen.

c. Occupation of Father

About one-fifth to one-fourth of the freshmen indicated that their fathers were employed in an occupation that could be classified as semi-skilled or unskilled; about one-tenth of the full-time freshmen indicated that their fathers were unemployed; and less than 6% indicated that their fathers were professionals in one of the professions of engineering, education, health, law or religious work. This contrasts sharply with the national norms in which 16.9% of the freshmen had fathers who were employed in these professions. A reasonably large percentage of the full-time freshmen indicated that their fathers were in some other occupation not listed in the questionnaire (27.2%); 17.9% said that their fathers were employed as skilled workers and 8.1% said that their fathers were businessmen.

This occupational profile reflects the educational background of their fathers. It also reflects many other realities as well, such as English fluency. For instance, of those Liberal Arts students who chose to complete the questionnaire in Spanish, over 40% indicated

that their fathers were either employed as semi-skilled or unskilled workers or were unemployed. This figure is much higher than the figure indicated by those who completed the questionnaire in English (27.2%) and very much higher than the national norms (14.6%).

TABLE 15

Occupation of Father

Hostos Community College

Liberal Arts

Occupation	English*	Spanish*	Nat'l Norms
Semi-skilled or unskilled	22.7%	27.7%	12.0%
Unemployed	4.5%	17.0%	2.6%

*Refers to the language of the questionnaire

C. ASPIRATIONS AND GOALS

1. ACADEMIC ASPIRATIONS

The academic aspirations of the Hostos freshmen are quite high and, in general, reflect the academic aspirations of students who enter two-year or community colleges around the country. More than three out of four (77.0%) of the full-time Hostos freshmen and nearly three out of four of the part-time students (72.3%) indicate that they intend to obtain a degree beyond the Associate degree. At least half of each group hope to obtain a graduate degree of some sort: Masters, doctorate, M.D., J.D., etc.

a. College Major

The probable majors of the Hostos freshmen are more evenly distri-

buted than are the college majors noted by freshmen in the national norms.

TABLE 16

Probable College Major

Hostos Community College %

Major	F/T	P/T	Trsfr.	Nat'l Norms
Business	19.5	24.3	14.1	24.0
Education	16.7	14.3	9.4	8.7
Social Sciences	11.5	5.7	18.8	5.1
Other Technical fields	11.5	2.9	4.7	11.5
Biological Sciences	10.9	5.7	10.9	4.1
Other Liberal Arts	10.9	17.2	13.4	12.3
Other/non-Liberal Arts	19.0	29.9	28.7	34.3

2. OCCUPATIONAL PREFERENCES

The most frequently noted occupational goal of the full-time freshmen was that of "health professional" (34.4%) which seems to reflect the health science orientation of Hostos. This was followed by "educator" (15.3%) and "businessman" (9.0%). Over one-fourth indicated "other" (27.0%); and about one-tenth indicated "undecided" (11.1%). About one-third of the part-time and transfer freshmen indicated "other," which perhaps reflected the limited number of choices provided in the national questionnaire.

Of particular note is the selection of the reasons the freshmen checked as "very important" for long-term career choice. Although, in general, the reasons were the same reasons other two-year college freshmen mentioned, Hostos students gave greater weight to those reasons. Great importance in a future career was given to the reasons noted in Table 17.

TABLE 17

Reasons considered "Very Important" for Career Choice

Reason	Hostos Community College %	Rank*	Nat'l Norms %	Rank*
Be helpful to others	86.4	(1)	59.4	(3)
Work with people	85.1	(2)	60.9	(2)
Job openings available	77.6	(3)	48.0	(5)
Intrinsic interest in the field	72.4	(4)	63.8	(1)
Chance for steady progress	68.5	(5)	50.4	(4)

*Refers to ranking (1=highest; 2=next highest, etc.)

The above listing seems to indicate a personal altruism blended with a certain degree of occupational realism. Although the freshmen indicated that it is very important to work with people and to be helpful, they also recognized that their occupational decision may well be determined by what jobs are available. It is important to note that the ranking of those reasons considered to be "very important" was consistent for all the general categories of Hostos freshmen. There were no appreciable differences for male and female freshmen or for full-time, part-time or transfer freshmen. However, when the responses of the full-time Liberal Arts freshmen are examined according to the age of the respondees and according to whether they completed the questionnaire in English or in Spanish, we find:

TABLE 18

Reasons Considered "Very Important"
For Long Term Career Choice

Liberal Arts-Full-Time

Hostos Community College

Reasons	English* Age less than 21	English* 21 yrs. & over	Spanish* Age less than 21	Spanish* 21 yrs. & over	Nat'l Norms
Be helpful to others	83.1(2)**	80.0(1)**	94.0(1)+	95.7(1)	59.4(3)
Work with people	89.4(1)	72.4(2)	92.9(2)+	84.6(6)	60.9(2)
Job openings available	79.4(3)	70.4(3)	60.0(6)	92.3(3)	48.0(5)
Intrinsic interest	66.7(4)	55.6(10)	92.9(2)+	94.9(2)	63.8(1)
Chance for steady progress	59.7(8)	69.0(4)	87.5(3)	82.5(7)	50.4(4)

*Refers to language of the questionnaire used.
**Refers to ranking (1=highest;2=next highest, etc.)
+Refers to a tie.

There are some obvious differences among the groups noted above, but the similarities are even more striking: all exceed the national norms to a significant degree in the importance they give to the reasons they consider "very important" for long term career choice.

3. OTHER EXPECTATIONS

Students were asked to estimate their chances of achieving certain goals and of having certain experiences while in college.

TABLE 19

Percentage Estimated That The Chances Are "Very Good" That They Will Attain Certain Objectives

Objectives or Goals	Hostos Full-Time	Nat'l Norms
Find a job in preferred field	59.5	55.1
Be satisfied with college	51.7	46.6
Make at least a "B" average	41.3	32.2
Get a bachelor's degree	40.6	36.4
Work at outside job	28.8	42.1

Of the full-time freshmen less than 10% thought that the chances were "very good" they would need extra time to complete their degree, 21.6% thought they would seek vocational counseling (this figure is 7.7% nationally) and 16.0% thought the chances were "very good" they would seek individual counseling (this figure is 4.3% nationally). About one-third of the part-time students believed that they would seek individual counseling.

Hence, we see freshmen entering college with high hopes and expectations, but realistic enough to know that they will probably need some assistance to achieve these goals and fulfill their expectations.

D. CONCERNS AND ATTITUDES

A major concern, not unexpectedly, of all freshmen was related to financing their college education. Nearly 60% indicated that this was a "major concern", and about 30% said it was of "some concern." (Among college freshmen, nationally, the figures were 13.6% and 44.2% respectively).

1. OBJECTIVES

The freshmen also indicated objectives they considered to be "essential or very important" to them. Table 19 indicates the objectives they considered to be "essential or very important."

TABLE 20

Objectives Considered to be "Essential or Very Important"

Hostos Community College-%

Objectives	F/T	P/T	Trsfr.	Nat'l Norms
Help others in difficulty	70.8	74.1	81.0	58.5
Be very well off financially	68.9	68.1	77.7	49.1
Raise a family	64.7	64.2	61.5	56.0
Develop a philosophy of life	60.0	68.7	76.3	55.0
Be an authority in my field	57.9	64.3	67.0	59.3

The freshmen seem quite serious-minded about their objectives. Freshmen from other two-year colleges gave greatest weight to the above five objectives as well, but not to the degree that Hostos students did.

In the area of social and political involvement, the part-time students seem to be somewhat more concerned than the full-time students.

TABLE 21

Social and Political Objectives Considered to be "Essential" or Very Important

Hostos Community College %

Objectives	F/T	P/T	Nat'l Norms
Influence social values	36.1	42.1	25.4
Be involved in environmental cleanup	38.4	48.7	25.7
Participate in community action	33.1	44.6	23.7

2. SELF-REFERENCES AND SELF-RATINGS

Students were asked to what extent they identified with people in their own community, with people of their own religion, with people of their own sex, their own race and their own generation. The over-all pattern of responses was similar for all Hostos Community College freshmen: full-time, part-time, and transfer freshmen.

The strongest identification was with people of their own generation. Approximately one-fourth indicated that as

their "strongest of all identifications." This is close to the national norm of 29.3%.

The next strongest was with people of their own race. Between 22.6% and 23.8% indicated this as "strongest of all all." This is in marked contrast to the national norm of 8.5%.

The third strongest identification is with people of their own religion. About 12.0% of full-time Hostos freshmen indicated this as "strongest of all," compared to 6.6% nationally.

The fourth strongest identification was with people of their own community (11.5%) and the fifth strongest was with people of their own sex. (7.8% of the Hostos full-time freshmen rated this as "strongest of all," as compared to 3.8% nationally).

Of interest is the fact that about 20% to 25% of Hostos freshmen noted that their identification with people in their community was "little or none" and approximately the same percentage indicated "little or none" identification with people of their own religion.

Men differed significantly from women in that a higher percentage of men indicated that their identification with people of their own sex was "little or none."

TABLE 22

Freshmen Who Indicated That Their Identification With People Of Their Own Sex Was "Little or None" Hostos Community College %

Freshmen	Men	Women	National Norms Men	Women
Full-time	20.0	9.3	10.3	6.6
Part-time	8.6	3.1	*	*
Transfers	20.0	9.6	*	*

3. THE POLITICAL ORIENTATION

The political orientation of Hostos freshmen contains an interesting mix of political opinion. Students were asked to characterize their political orientation as "far left," "liberal," "middle of the road," "conservative," or "far right". (231 of the 275 full-time, 122 of the 136 part-time, and 99 of the 112 transfer freshmen chose to answer this question. The results are indicated in the table below.

TABLE 23

Stated Political Orientation

Hostos Community College-%

	F/T	P/T	Trsfr.	Nat'l Norms
Far left	3.0	6.6	2.0	2.3
Liberal	37.2	38.5	40.4	24.7
Middle-of the road	33.8	28.7	22.2	58.9
Conservative	22.5	21.3	31.3	13.1
Far right	3.5	4.9	4.0	1.0

Also, within the Liberal Arts sample used earlier (Section C. 2; Table 18), the highest percentage of those who characterized themselves as "liberal or far left" was among those who completed the questionnaire in Spanish and were under 21 years of age (0.0% "far left" and 61.1% "liberal"). Conversely, the most frequent "conservative" or "far right" responses was among those who answered the questionnaire in Spanish and were 21 years of age and older.

This mix of political attitudes will show up again when we examine some of the beliefs of the freshmen later in this section (Section D, 5; Table 25).

4. SELF-RATINGS

Students were asked to rate themselves in a variety of areas. Over 70% of all Hostos freshmen rated themselves above average in the category "drive to achieve." In general, two-year college students rated themselves highly on this also (52.0%), but not to the extent that Hostos freshmen did. Other areas in which they rated themselves "above average" were the following:

TABLE 24

Self-Ratings

"Self" Characteristics Rated Above Average	Hostos Community College %			Nat'l Norms
	F/T	P/T	Trsfr.	
Drive to achieve	71.5	77.8	78.6	52.0
Understanding others	57.0	64.2	66.3	62.3
Intellectual self-confidence	45.8	47.0	58.6	31.4
Cheerfulness	45.0	46.8	43.8	49.4
Social Self-confidence	39.9	44.5	51.0	29.9
Defensiveness	34.9	35.7	37.6	28.1

Perhaps it could be said that many freshmen saw themselves as confident, understanding, cheerful...but somewhat wary. Interestingly, more of the men than the women rated themselves above average in physical attractiveness (32.2% full-time males and 20.2% full-time females). Males tended to rate themselves above average more frequently than females in the areas of academic ability, mechanical ability, public speaking, intellectual and social self confidence, and political liberalism, as well as physical attractiveness. Females rated themselves above average more frequently than males in only one area, artisitic ability, but the percentage for both was low (9.7% males, 11.5% females).

5. BELIEFS AND OPINIONS

Students were asked if they agreed with certain statements. Finances, women's rights and academic standards, among others, were major concerns of Hostos freshmen. There was strong support for the need for more financial aid grant money, for equal job opportunities for women, for the wealthy to pay more taxes, and for the position that there should be open admissions but that the same degree standard should be used for all.

It is interesting to note the mixed responses to statements that could be classified as reflecting "liberal" or "conservative" points of view.

TABLE 25

Beliefs and Opinions

Hostos Community College %

Agree "Strongly" or "Somewhat"	F/T	P/T	Trsfr.	Nat'l Norms
gov't not controlling pollution	82.4	76.9	77.1	81.7
gov't not protecting consumer	78.0	72.9	69.9	75.1
gov't should help private col	74.9	73.2	84.2	66.4
need more grants, fewer loans	91.7	90.4	91.7	81.6
too many rights for criminals	54.3	55.3	57.6	54.3
not obey laws against own views	45.7	42.4	47.3	34.1
people should be paid equally	51.5	53.4	43.2	32.9
women's activities best in home	41.3	47.9	30.9	33.6
live together before marriage	52.9	42.7	54.2	48.1
discourage large families	49.6	52.1	66.0	56.8
sex ok if people like each other	40.9	41.3	45.3	48.6
women should get job equality	93.0	88.9	89.9	89.8
wealthy should pay more taxes	82.8	82.5	87.5	75.2
marijuana should be legalized	34.9	21.5	28.3	48.3
outlaw large campaign gifts	56.9	58.0	54.9	60.6
can do little to change society	41.7	41.1	33.3	46.8
ycung more idealistic than old	80.8	72.7	75.0	74.5
young understand more about sex	76.7	77.5	78.6	65.3
col regulate students off campus	37.2	35.8	34.4	15.0
students help evaluate faculty	78.1	73.9	76.6	70.5
abolish college grades	22.8	21.4	18.7	31.7
de-emphasize organized sports	39.4	39.6	34.8	28.9
regulate student publications	59.7	64.2	64.0	38.8
college has right to ban speaker	40.4	41.3	50.5	25.9
pref treatment for disadvantaged	60.9	64.7	60.9	43.0
col too lax on student protests	51.0	55.0	54.7	39.0
adopt open admissions at pub col	78.5	82.7	74.7	52.4
use same degree standard for all	83.9	85.2	85.6	78.1

There are certain differences between the opinions of men and women that do not show up in the figures above. For instance 58.1% of the full-time male students agree that women's activities are best in the home, while only 35.3% of the females agree. Males also agree more strongly that people should live together before marriage (65.1% vs 48.6% of the females) and that sex is ok if people like each

other (65.1% vs. 32.2% of the females).

CONCLUSION

It is hoped that the presentation of the results of the freshmen survey may be helpful to both the faculty and students at Hostos Community College. Those students who participated did so generously and cooperatively, as did those who helped to prepare and administer the questionnaire. The profile of students tells us something about what out students bring to the college experience. For most, it has been a long, hard journey to get here, and most seem to have a strong desire to succeed. It is clear that many freshmen need a great deal, but they have much to offer as well. They tend to be generous and concerned with others and see themselves with an above average desire to achieve. Hopefully, these attitudes and drives can be built upon and utilized during their time at the College. For many in the Hostos Community the information obtained from the survey is not surprising for, as was stated earlier, valid surveys tend to corroborate what sensitive people already know through human interaction. In any event, the survey may serve to remind us:

"NUESTROS SENTIMIENTOS SON IGUALES, LA DIFERENCIA ES EN LA EXPERIENCIA."

APPENDICES

Appendix A: 1974 Student Information Form

Appendix B: 1974 Student Information Form

(Spanish Translation)

651590

1974 STUDENT INFORMATION FORM

YOUR NAME (Please print) First Middle or Maiden Last

HOME STREET ADDRESS (print)

(print) STATE Zip Code

When were you born? Month (01-12) Day (01-31) Year

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Laboratory at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely, Alexander W. Astin

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY IF DIRECTED

GRP. CODE

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes ○ No ●

1. Your sex: Male ○ Female ○

2. Are you a veteran? (Mark one) No ○ Yes ○

3. How old will you be on December 31 of this year? (Mark one)

16 or younger ○ 21 ○
17 ○ 22 ○
18 ○ 23-25 ○
19 ○ 26-29 ○
20 ○ 30 or older ○

4. In what year did you graduate from high school? (Mark one)

1974 ○ Did not graduate but
1973 ○ passed G.E.D. test ○
1972 ○ Never completed
1971 or earlier ○ high school ○

5. Please print within the box:

Name of your high school

City State

6. Was your high school program: (Mark one)

College preparatory? ○
Other? (For ex., vocational) ○

7. What was your average grade in high school? (Mark one)

A or A+ ○ B- ○
A- ○ C+ ○
B+ ○ C ○
B ○ D ○

8. Are you enrolled (or enrolling) as a: (Mark one)

Full-time student? ○
Part-time student? ○

9. Prior to this term, have you ever taken courses for credit at this institution?

Yes ○ No ○

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)	For Credit	Not for Credit
No	○	○
Yes, at a junior or cmty. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

11. What is the highest academic degree that you intend to obtain?

(Mark one in each column)	Highest Planned	Highest Planned at this college
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

12. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column)	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apartment or room	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

13. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

(N) Not Important — (S) Somewhat Important — (V) Very Important

My relatives wanted me to come here	V	S	N
I wanted to live away from home	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
I was offered financial assistance	V	S	N
Someone who had been here before advised me to go	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live at home	V	S	N
I could not get a job	V	S	N

14. Is this college your: (Mark one)

First choice? ○ Less than second
Second choice? ○ choice? ○

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank You.)

33

15. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

- Less than $3,000
- $3,000–$3,999
- $4,000–$5,999
- $6,000–$7,999
- $8,000–$9,999
- $10,000–$12,499
- $12,500–$14,999
- $15,000–$19,999
- $20,000–$24,999
- $25,000–$29,999
- $30,000–$34,999
- $35,000–$39,999
- $40,000–$49,999
- $50,000 or more

16. What is the highest level of formal education obtained by your parents?

(Mark one in each column)	Father	Mother
Grammar school or less		
Some high school		
High school graduate		
Postsecondary school other than college		
Some college		
College degree		
Some graduate school		
Graduate degree		

17. Are you: (Mark all that apply)

- White/Caucasian
- Black/Negro/Afro-American
- American Indian
- Oriental
- Mexican-American/Chicano
- Puerto Rican-American
- Other

18. Current religious preference:

(Mark one in each column)	Yours	Father's	Mother's
Baptist			
Congregational (U.C.C.)			
Eastern Orthodox			
Episcopal			
Jewish			
Latter Day Saints (Mormon)			
Lutheran			
Methodist			
Muslim			
Presbyterian			
Quaker (Society of Friends)			
Roman Catholic			
Seventh Day Adventist			
Unitarian-Universalist			
Other Protestant			
Other Religion			
None			

19. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)	None	$1–$499	$500–$999	$1,000–$1,999	$2,000–$4,000	Over $4,000
Parental, or family aid, or gifts						
Grants or Scholarships:						
Basic Educational Opportunity Grant						
Supplemental Educational Opportunity Grant						
College Work-Study grant						
State scholarship or grant						
Local or private scholarship or grant						
Loans:						
Fed. guaranteed student loan						
Nat'l direct student loan						
Other loan						
Full-time work						
Part-time or summer work (other than above)						
Savings						
Spouse						
Your G.I. benefits						
Your parent's G.I. benefits						
Social secur. dependent's benefits						
Other						

20. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (Mark one)

- None
- Less than $500
- $500–$999
- $1,000–$1,999
- $2,000–$2,999
- $3,000–$4,999
- $5,000–$9,999
- $10,000 or more

21. Are you financially independent of your parents this year? Were you financially independent last year?

(Mark one for each year)	Yes	No
This year		
Last year		

22. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some concern (but I will probably have enough funds)
- Major concern (not sure I will have enough funds to complete college)

23. Which applies to you? (Mark one)

- Presently married
- Presently engaged
- Have been seeing one person exclusively
- Have been seeing several persons, but no one exclusively
- Have not been dating in recent months

24. Most people identify with (feel they have a great deal in common with) a lot of different groups. But they identify more with some groups than with others. How strongly do you identify with each of the following groups?

(Mark one in each row)	Strongest of all	Strongly	Moderately	Little or not at all
People who live in my community				
People of my own religion				
People of my own sex				
People of my own race or ethnic group				
People of my own generation				

25. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself.

(Mark one for each trait) Trait	Highest 10 Percent	Above Average	Average	Below Average	Lowest 10 Percent
Academic ability					
Athletic ability					
Artistic ability					
Cheerfulness					
Defensiveness					
Drive to achieve					
Leadership ability					
Mathematical ability					
Mechanical ability					
Originality					
Physical attractiveness					
Political conservatism					
Political liberalism					
Popularity					
Popularity with the opposite sex					
Public speaking ability					
Self-confidence (intellectual)					
Self-confidence (social)					
Sensitivity to criticism					
Stubbornness					
Understanding of others					
Writing ability					

26. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

27. What is:

(M) Your mother's current occupation?
(F) Your father's current occupation?
(Y) Your probable future occupation?

(Mark one in each column. If your father or mother is deceased or retired, please indicate his or her last occupation.)

- Accountant or auditor (Y F M)
- Architect or urban planner (Y F M)
- Artist (painting, sculpture, etc.) (Y F M)
- Business: banker or financier (Y F M)
- Business: buyer or purchasing agent (Y F M)
- Business: manager or administrator (Y F M)
- Business: owner or proprietor (Y F M)
- Business: public relations or advertising (Y F M)
- Business: sales worker (Y F M)
- Carpenter (Y F M)
- Clergy or religious worker (Y F M)
- Clerical worker: secretary, stenographer, typist, or bookkeeper (Y F M)
- Clerical worker: other (Y F M)
- Commercial artist, designer, decorator (Y F M)
- Computer programmer or analyst (Y F M)
- Construction craftsman, n.e.c.* (Y F M)
- Counselor: guidance, family or school (Y F M)
- Dentist (incl. orthodontist) (Y F M)
- Draftsman (Y F M)
- Driver: truck, taxi or bus (Y F M)
- Electrician (Y F M)
- Engineer (Y F M)
- Factory worker, n.e.c.* (Y F M)
- Farm or ranch laborer (Y F M)
- Farm or ranch owner or manager (Y F M)
- Foreman, n.e.c.* (Y F M)
- Forester, conservationist, fish or wildlife specialist (Y F M)
- Government official, administrator or politician (Y F M)
- Home economist or dietitian (Y F M)
- Homemaker (full-time) (Y F M)
- Lawyer or judge (Y F M)
- Librarian or archivist (Y F M)
- Laborer (unskilled or semi-skilled) (Y F M)
- Law enforcement officer (Y F M)
- Mathematician, statistician or actuary (Y F M)
- Mechanic, machinist or repairman (Y F M)
- Military (career) (Y F M)
- Nurse (Y F M)
- Optometrist (Y F M)
- Performing artist, musician or entertainer (Y F M)
- Pharmacist or pharmacologist (Y F M)
- Physician or surgeon (Y F M)
- Plumber (Y F M)
- Psychologist (clinician or therapist only) (Y F M)
- Scientific researcher (Y F M)
- Service worker: private household (maid, cook, etc.) (Y F M)
- Service worker: protective (other than law enforcement) (Y F M)
- Service worker: other (Y F M)
- Skilled tradesman, n.e.c.* (Y F M)
- Social, welfare or recreation worker (Y F M)
- Teacher, professor or administrator: college, university (Y F M)
- Teacher or administrator: secondary (Y F M)
- Teacher or administrator: elementary (Y F M)
- Teacher or education specialist: other than above (Y F M)
- Technician or technologist (health) (Y F M)
- Technician or technologist (other) (Y F M)
- Therapist (physical, occupational, speech) (Y F M)
- Veterinarian (Y F M)
- Writer, journalist, interpreter (Y F M)
- Other occupation, n.e.c.* (Y F M)
- Unemployed (F M)
- Undecided (Y F M)

*Not elsewhere classified

Continued in the next column

MAKE SURE YOU HAVE ANSWERED ITEM 28

28. Which of the following are important to you in your long-term choice of a career occupation?

(Mark one in each row)

(N) Not Important
(S) Somewhat Important
(V) Very Important

- Job openings generally available (V S N)
- Rapid career advancement possible (V S N)
- High anticipated earnings (V S N)
- Well-respected or prestigious occupation (V S N)
- Great deal of independence (V S N)
- Chance for steady progress (V S N)
- Can make an important contribution to society (V S N)
- Can avoid pressure (V S N)
- Can work with ideas (V S N)
- Can be helpful to others (V S N)
- Able to work with people (V S N)
- Intrinsic interest in the field (V S N)

29. Mark one in each row:

(4) Agree Strongly
(3) Agree Somewhat
(2) Disagree Somewhat
(1) Disagree Strongly

- The Federal government is not doing enough to control environmental pollution (1 2 3 4)
- The Federal government is not doing enough to protect the consumer from faulty goods and services (1 2 3 4)
- State and Federal governments should provide more money for private colleges and universities (1 2 3 4)
- The Federal government should help college students with more grants instead of loans (1 2 3 4)
- There is too much concern in the courts for the rights of criminals (1 2 3 4)
- People should not obey laws which violate their personal values (1 2 3 4)
- As long as they work hard, people should be paid equally regardless of ability or quality of work (1 2 3 4)
- The activities of married women are best confined to the home and family (1 2 3 4)
- A couple should live together for some time before deciding to get married (1 2 3 4)
- Parents should be discouraged from having large families (1 2 3 4)
- If two people really like each other, it's alright for them to have sex even if they've known each other for only a very short time (1 2 3 4)
- Women should receive the same salary and opportunities for advancement as men in comparable positions (1 2 3 4)
- Wealthy people should pay a larger share of taxes than they do now (1 2 3 4)
- Marijuana should be legalized (1 2 3 4)
- Large political campaign contributions from wealthy individuals should be outlawed (1 2 3 4)
- Realistically, an individual can do little to bring about changes in our society (1 2 3 4)
- Compared to most older people in their forties and fifties, young people these days are more idealistic (1 2 3 4)
- Young people these days understand more about sex than most older people (1 2 3 4)
- College officials have the right to regulate student behavior off campus (1 2 3 4)
- Faculty promotions should be based in part on student evaluations (1 2 3 4)
- College grades should be abolished (1 2 3 4)
- Colleges would be improved if organized sports were de-emphasized (1 2 3 4)
- Student publications should be cleared by college officials (1 2 3 4)
- College officials have the right to ban persons with extreme views from speaking on campus (1 2 3 4)
- Students from disadvantaged social backgrounds should be given preferential treatment in college admissions (1 2 3 4)
- Most college officials have been too lax in dealing with student protests on campus (1 2 3 4)
- Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges (1 2 3 4)
- Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students (1 2 3 4)

30. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied
- English (language and literature)
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech and Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE
- Biology (general)
- Biochemistry or Biophysics
- Botany
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Science

BUSINESS
- Accounting
- Business Admin. (general)
- Finance
- Marketing
- Management
- Secretarial Studies
- Other Business

EDUCATION
- Business Education
- Elementary Education
- Music or Art Education
- Physical Education or Recreation
- Secondary Education
- Special Education
- Other Education

ENGINEERING
- Aeronautical or Astronautical Eng.
- Civil Engineering
- Chemical Engineering
- Electrical or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

PHYSICAL SCIENCE
- Astronomy
- Atmospheric Science (meteorology)
- Chemistry
- Earth Science
- Marine Science (excl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL
- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Nursing
- Pharmacy
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE
- Anthropology
- Economics
- Geography
- Political Science (govt., international relations)
- Psychology
- Social Work
- Sociology
- Other Social Science

TECHNICAL
- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS
- Agriculture
- Communications (radio, T.V., etc.)
- Computer Science
- Forestry
- Law Enforcement
- Military Science
- Other Field
- Undecided

31. Indicate the importance to you personally of each of the following:

(Mark one for each item)

(N) Not Important — (S) Somewhat Important — (V) Very Important — (E) Essential

	E	V	S	N
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Keeping up to date with political affairs	E	V	S	N

32. What is your best guess as to the chances that you will:

(Mark one for each item)

(N) No Chance — (L) Very Little Chance — (S) Some Chance — (V) Very Good Chance

	V	S	L	N
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to a student office?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Live in a coeducational dorm?	V	S	L	N
Live in a commune while in college?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Seek individual counseling on personal problems?	V	S	L	N
Enroll in honors courses?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Enter active duty in the armed services before completing college?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Be more successful after graduation than most students attending this college?	V	S	L	N
Find a job after graduation in the field for which you were trained?	V	S	L	N
Get married while in college? (skip if married)	V	S	L	N
Get married within a year after college? (skip if married)	V	S	L	N

33.	A B C D E	38.	A B C D E
34.	A B C D E	39.	A B C D E
35.	A B C D E	40.	A B C D E
36.	A B C D E	41.	A B C D E
37.	A B C D E	42.	A B C D E

DIRECTIONS:
The remaining circles are provided for items specifically designed by your college, rather than by the Higher Education Laboratory. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

THANK YOU!

Prepared by the Higher Education Laboratory, University of California, Los Angeles, California 90024. Processed by Inteon Corporation, 4888 West 77th Street, Minneapolis, Minnesota 55435.

CUESTIONARIO DE INFORMACIÓN DEL ESTUDIANTE

NOMBRE (Favor de imprimir) INICIAL APELLIDO

DIRECCIÓN RESIDENCIAL (IMPRIMA) CALLE Y NÚMERO

CIUDAD (IMPRIMA) ESTADO ZONA POSTAL

• ¿Cuándo Nació? ☐☐ MES (01-12) ☐☐ DIA (01-31) ☐☐ AÑO

Querido Estudiante:

La información que aparece en este cuestionario se recopiló como parte de un estudio intensivo sobre educación superior dirigido conjuntamente por el consejo Americano de Educación y la Universidad de California en Los Angeles. Solicitamos su participación voluntaria en este trabajo de investigación para entender mejor cómo las experiencias universitarias afectan a los estudiantes. Información detallada sobre las metas y el propósito de este trabajo de investigación están disponibles en el Laboratorio de Educación Superior en la UCLA. Solicitamos información sobre su identidad para poder enviarle por correo otros posibles estudios de seguimiento. Sus respuestas se mantendrán en estricta confianza profesional.

Sinceramente,

Alexander W. Astin, Director
Programa Cooperativo de Investigación Institucional

No Marque en Esta Área			Marque en Esta Área Sólo Si Se Le Pide	GRP Clave
(0)(0)(0)(0)	(0)	(_)	(0)(0)(0)(0)(0)(0)(0)(0)(0)	(0)(0)
(1)(1)(1)(1)	(1)	(_)	(1)(1)(1)(1)(1)(1)(1)(1)(1)	(1)(1)
(2)(2)(2)(2)	(2)	(_)	(2)(2)(2)(2)(2)(2)(2)(2)(2)	(2)(2)
(3)(3)(3)(3)	(3)	(_)	(3)(3)(3)(3)(3)(3)(3)(3)(3)	(3)(3)
(4)(4)(4)(4)	(4)	(_)	(4)(4)(4)(4)(4)(4)(4)(4)(4)	(4)(4)
(5)(5)(5)(5)	(5)	(1)	(5)(5)(5)(5)(5)(5)(5)(5)(5)	(5)(5)
(6)(6)(6)(6)	(6)	(2)	(6)(6)(6)(6)(6)(6)(6)(6)(6)	(6)(6)
(7)(7)(7)(7)	(7)	(3)	(7)(7)(7)(7)(7)(7)(7)(7)(7)	(7)(7)
(8)(8)(8)(8)	(8)	(4)	(8)(8)(8)(8)(8)(8)(8)(8)(8)	(8)(8)
(9)(9)(9)(9)	(9)	(A)	(9)(9)(9)(9)(9)(9)(9)(9)(9)	(9)(9)

I.D. ___ ___ ___ | ___ ___ | ___ ___ ___ ___

Instrucciones: Sus respuestas se leerán por un lector óptico de marcas. Se le agradecerá muy de veras que observe cuidadosamente las siguientes reglas básicas:
-Use lápiz de grafito solamente (número 2 ó menos).
-Marque fuertemente en negro hasta llenar el círculo.
-Borre bien cualquier respuesta que desee cambiar.
-No haga ninguna otra marca fuera de los círculos.

EJEMPLO:
¿Podrán leerse con exactitud las marcas hecha con bolígrafo o pluma fuerte? Sí...O No...●

---

1. Su sexo: Masculino...O Femenino...O

2. ¿Es veterano? (Marque uno) No...O Sí...O

3. ¿Qué edad tendrá el 31 de diciembre de este año? (Marque uno)

16 ó menos...O	21.....O
17.....O	22.....O
18.....O	23-25..)
19.....O	26-29.....O
20.....O	30 ó más..O

4. ¿En qué año se graduó de escuela superior? (Marque uno)

1974.....O	No me gradué pero pasé el examen G.E.D.....O
1973.....O	
1972.....O	
1971 ó antes...O	Nunca terminé la escuela superior.....O

5. Favor de imprimir dentro del espacio provisto:

Nombre de su escuela superior
Ciudad Estado

6. ¿Fue su programa de escuela superior: (Marque uno)

preparatorio para ir a colegio?.....O
otro? (Por ejemplo, vocacional?).....O

7. ¿Cuál fue su promedio de escuela superior? (Marque uno)

A o A+ O	B- O
A- O	C+ O
B+ O	C O
B O	D O

8. ¿Está matriculado (o se matriculará) como: (Marque uno)

Estudiante tiempo completo.....O
Estudiante parte del tiempo.....O

9. Anterior a este semestre, ¿ha tomado algún curso que conlleve crédito en esta institución?

Sí...O No...O

10. Después que salió de la escuela superior, ¿ha tomado cursos en alguna otra institución? (Marque todas aquellas que le apliquen en cada columna)

	Con Crédito	Sin Crédito
No.....	O	O
Sí, en un colegio comunal o de 2 años....	O	O
Sí, en un colegio de 4 años o universidad....	O	O
Sí, en alguna otra escuela post-secundaria (por ej., Técnica, vocacional, comercial..	O	O

11. ¿Cuál es el grado académico más alto que espera obtener? (Marque uno en cada columna)

	Más Alto Planeado	Más Alto Planeado en este Colegio
Ninguno	O	O
Asociado (A.A. o equivalente)	O	O
Bachillerato (B.A., B.S., etc.)	O	O
Maestría (M.A., M.S., etc.)	O	O
Doctorado (Ph.D. o Ed.D.)	O	O
M.D., D.O., D.D.S., o D.U.M.	O	O
L.L.B., J.D. (leyes)	O	O
B.D. o M.Div. (Divinidad)	O	O
Otro	O	O

12. ¿Dónde piensa vivir durante el otoño? Si pudiera selecionar, ¿dónde hubiese preferido vivir? (Marque uno en cada columna)

	Pienso Vivir	Preferiría Vivir
Con padres o familiares	O	O
Otro hogar privado, apartamento o cuarto	O	O
Dormitorio-colegio	O	O
Casa de fraternidad o sororidad	O	O
Otro tipo de residencia en el recinto universitario.	O	O
Otro	O	O

13. Abajo hay algunas razones que pueden haber influido en su decisión de asistir a este colegio en particular. ¿Qué importancia tuvo cada razón en su decisión de venir aquí? (Marque una contestación para cada posible razón)

	Mucha Importancia	Alguna Importancia	Ninguna Importancia
Mis familiares quer´an que viniera aquí	(M)	(A)	(N)
Quería vivir lejos de mi casa	(M)	(A)	(N)
Mi maestro me orientó	(M)	(A)	(N)
Este colegio tiene buena reputación académica	(M)	(A)	(N)
Se me ofreció asistencia económica	(M)	(A)	(N)
Alguien que estuvo anteriormente en el colegio me aconsejó que viniera	(M)	(A)	(N)
Este colegio ofrece programas educativos especiales	(M)	(A)	(N)
Los derechos de matrícula son muy bajos en este colegio	(M)	(A)	(N)
Mi consejero me orientó	(M)	(A)	(N)
Deseaba vivir en casa	(M)	(A)	(N)
No pude consequir trabajo	(M)	(A)	(N)

14. ¿Es este colegio su: (Marque uno)

Primera preferencia.....O
Segunda preferencia.....O
Menos que segunda preferencia..O

(Nota: Por favor, asegúrese de que su lápiz obscurece completamente los círculos. No use pluma ni escriba marcas de cotejo(✓) ni equis(X). Gracias.)

15. ¿Cuál es el mejor cálculo del total de ingresos de sus padres durante el año pasado? Considere el ingreso anual de todas las fuentes antes de descontar los impuestos. (Marque uno)

Menos de $3,000.....O
$3,000-$3,999.....O
$4,000-$5,999.....O
$6,000-$7,999.....O
$8,000-$9,999.....O
$10,000-$12,499.....O
$12,500-$14,999.....O
$15,000-$19,999.....O
$20,000-$24,999.....O
$25,000-$29,999.....O
$30,000-$34,999.....O
$35,000-$39,999.....O
$40,000-$49,999.....O
$50,000 ó más.....O

16. ¿Cuál es el nivel más alto de educación formal obtenido por sus padres? (Marque uno en cada columna)

	Padre	Madre
Escuela primaria o menos	O	O
Un poco de escuela superior	O	O
Graduado de escuela superior	O	O
Escuela postsecundaria que no sea colegio	O	O
Un poco de colegio	O	O
Grado universitario	O	O
Un poco de estudios postgraduados	O	O
Grado de estudios postgraduados	O	O

17. ¿Es usted: (Marque todas las que se le apliquen)

- Blanco/Caucásico O
- Black/Negro/Afroamericano O
- Indioamericano O
- Oriental O
- Mexicano Americano/Chicano O
- Puertorriqueño Americano O
- Otro O

18. Preferencia religiosa actual (Marque uno en cada columna)

	Suya	Padre	Madre
Bautista	O	O	O
Congregacional (U.C.C.)	O	O	O
Ortodoxo-Oriental	O	O	O
Episcopal	O	O	O
Judío	O	O	O
Mormona	O	O	O
Luterana	O	O	O
Metodista	O	O	O
Musulmana	O	O	O
Presbiteriana	O	O	O
Cuáquera (Sociedad de Amigos)	O	O	O
Católica Romana	O	O	O
Adventista del Séptimo Día	O	O	O
Unitario-Universalista	O	O	O
Otro Protestante	O	O	O
Otra Religión	O	O	O
Ninguna	O	O	O

19. ¿Cuánto de sus gastos (dormitorio, comidas, matrícula, etc.) espera cubrir con cada una de las siguientes fuentes en su primer año de estudios? (Marque una respuesta por cada posible fuente)

	Nada	$1-$499	$500 -$999	$1000 -$1999	$2000 -$4000	Más de $4000
Parentesco, ayuda familiar o regalos	O	O	O	O	O	O
Donaciones o becas:						
Basic Educational Opportunity Grant	O	O	O	O	O	O
Supplemental Educational Opportunity Grant	O	O	O	O	O	O
Programa universitario de estudio y trabajo	O	O	O	O	O	O

Beca o donación del estado.....0.....0.....0.....0.....0.....0
Beca o donación local o privada.....0.....0.....0.....0.....0.....0
Préstamos:
Préstamo Federal garantizado al estudiante.....0.....0.....0.....0.....0.....0
Préstamo federal directo al estudiante.....0.....0.....0.....0.....0.....0
Otros préstamos.....0.....0.....0.....0.....0.....0
Trabajo tiempo completo...0.....0.....0.....0.....0.....0
Trabajo a tarea parcial o trabajo de verano (otro no mencionado arriba).....0.....0.....0.....0.....0.....0
Ahorros.....0.....0.....0.....0.....0.....0
Esposo(a).....0.....0.....0.....0.....0.....0
Beneficios Militares suyos.....0.....0.....0.....0.....0.....0
Beneficios Militares de sus padres.....0.....0.....0.....0.....0.....0
Beneficios como dependiente del seguro social.0.....0.....0.....0.....0.....0
Otro.....0.....0.....0.....0.....0.....0

20. ¿Cuál fue su ingreso total el año pasado, independientemente del de sus padres? Considere el ingreso anual de todas las fuent antes de descontar los impuestos. (Marque uno)

Ninguno.....0	$2,000-$2,999.....0
Menos de $500..0	$3,000-$4,999.....0
$500-$999.....0	$5,000-$9,999.....0
$1,000-$1,999..0	$10,000 ó más.....0

21. ¿Está económicamente independiente de sus padres este año? ¿Lo estaba el año pasado? (Marque uno por cada año)

	Sí	No
Este año.....	0	0
El año pasado..	0	0

22. ¿Tiene usted alguna preocupación en cuanto a los medios para financiar su educación? (Marque uno)

Ninguna (estoy seguro de que tendré suficientes fondos).....0
Alguna preocupación, (pero creo que tendré suficientes fondos).....0
Gran preocupación (no estoy seguro de si tendré suficiente dinero para completar mis estudios en el colegio).....0

23. ¿Cuál se le aplica? (Marque uno)

Actualmente casado.....0
Actualmente comprometido.....0
He estado viendo a una persona exclusivamente.....0
He estado viendo a varias personas, pero no a una exclusivamente.....0
No he tenido citas en meses recientes.0

24. La mayoría de la gente se identifica con (o siente que tiene mucho en común con) muchos grupos diferentes. Pero se identifica más con unos grupos que con otros. ¿Cuánto se identifica usted con cada uno de los siguientes grupos? (Marque uno en cada columna)

	Muchísimo	Mucho	Poco	Muy Poco O Nada
Gente que vive en mi comunidad	0	0	0	0
Gente de mi propia religión	0	0	0	0
Gente de mi propio sexo	0	0	0	0
Gente de mi propia raza o grupo étnico	0	0	0	0
Gente de mi propia generación	0	0	0	0

25. Evalúese usando cada una de las siguientes características tal como piensa que usted es realmente al compararse con el estudiante promedio de su propia edad. Queremos una opinión bien exacta de cómo usted se ve a sí mismo. (Marque uno por cada característica.)

Característica	El 10% Superior	Más que Promedio	Promedio	Menos que Promedio	El Último 10%
Habilidad académica	0	0	0	0	0
Habilidad atlética	0	0	0	0	0
Habilidad artística	0	0	0	0	0
Jovialidad	0	0	0	0	0
Defensiva	0	0	0	0	0
Deseo de progresar	0	0	0	0	0
Habilidad para dirigir	0	0	0	0	0
Habilidad matemática	0	0	0	0	0
Habilidad mecánica	0	0	0	0	0
Originalidad	0	0	0	0	0
Atractivo fisico	0	0	0	0	0
Conservatismo politico	0	0	0	0	0
Liberalismo politico	0	0	0	0	0
Popularidad	0	0	0	0	0
Popularidad con el otro sexo	0	0	0	0	0
Habilidad para hablar en público	0	0	0	0	0
Confianza en si mismo (intelectual)	0	0	0	0	0
Confianza en si mismo (social)	0	0	0	0	0
Sensibilidad a la crítica	0	0	0	0	0

Obstinación.....0.....0.....0.....0.....0
Comprensión de los
otros.....0.....0.....0.....0.....0
Habilidad para
escribir.....0.....0.....0.....0.....0

25. ¿Cómo describiría usted sus ideas políticas? (Marque uno)

Bien a la izquierda.....0
Liberal.....0
En medio del camino.....0
Conservador.....0
Bien a la derecha.....0

27. ¿Cuál es
(M) la ocupación actual de su madre?----------
(P) la ocupación actual de su padre?----------
(S) su probable ocupación futura?----------
(Marque uno en cada columna. Si su padre o su madre ha muerto o se ha jubilado, favor de indicar su última ocupación.)

Contador o auditor.....(S)..(P)..(M)
Arquitecto o planificador urbano.....(S)..(P)..(M)
Artista (pintor, escultor, etc.).....(S)..(P)..(M)
Negocios: banquero o financiero).....(S)..(P)..(M)
Negocios: agente comprador.....(S)..(P)..(M)
Negocios: gerente o administrador.....(S)..(P)..(M)
Negocios: dueño o propietario.....(S)..(P)..(M)
Negocios: relaciones públicas o agente de publicidad.....(S)..(P)..(M)
Negocios: vendedor.....(S)..(P)..(M)
Carpintero.....(S)..(P)..(M)
Clero o empleado religioso.....(S)..(P)..(M)
Oficinista: secretario, estenógrafo, mecanógrafo o tenedor de libros.....(S)..(P)..(M)
Otro trabajo de oficina.....(S)..(P)..(M)
Artista comercial, diseñador, decorador.....(S)..(P)..(M)
Programador de computadora o analizador.....(S)..(P)..(M)
Artesano, n.e.c.*.....(S)..(P)..(M)
Consejero: guía, familia, escuela.....(S)..(P)..(M)
Dentista (incl. la ortodoncia).....(S)..(P)..(M)
Delineante.....(S)..(P)..(M)
Conductor: camión, taxi, autobús (guagua).....(S)..(P)..(M)
Electricista.....(S)..(P)..(M)
Ingeniero.....(S)..(P)..(M)
Operario de fábrica, n.e.c.*.....(S)..(P)..(M)
Labrador de finca o hacienda.....(S)..(P)..(M)
Administrador o dueño de finca o hacienda.....(S)..(P)..(M)
Capataz, n.e.c.*.....(S)..(P)..(M)
Guardabosque, especialista o conservador de peces y vida silvestre.....(S)..(P)..(M)
Oficial del gobierno, administrador o político.....(S)..(P)..(M)
Economista del hogar o dietista.....(S)..(P)..(M)
Ama de Casa (tiempo completo).....(S)..(P)..(M)
Abogado o juez.....(S)..(P)..(M)
Bibliotecario o archivero.....(S)..(P)..(M)

Continúa en la próxima página

Obrero (no diestro o semi-diestro).....(S)..(P)..(M)
Oficial Policíaco.....(S)..(P)..(M)
Matemático, estadístico, actuario.....(S)..(P)..(M)
Mecánico, maquinista o reparador.....(S)..(P)..(M)
Militar (Carrera).....(S)..(P)..(M)
Enfermera.....(S)..(P)..(M)
Optómetra.....(S)..(P)..(M)
Artista, músico o comediante.....(S)..(P)..(M)
Farmaceútico o farmacólogo.....(S)..(P)..(M)
Médico o cirujano.....(S)..(P)..(M)
Plomero.....(S)..(P)..(M)
Sicólogo (solamente clínico o terapista).....(S)..(P)..(M)
Investigador científico.....(S)..(P)..(M)
Servicio doméstico: casa privada (criado, cocinero, etc.).....(S)..(P)..(M)
Servicio doméstico: protector (que no sea agente policíaco).....(S)..(P)..(M)
Servicio: otro.....(S)..(P)..(M)
Artesano diestro, n.e.c.*.....(S)..(P)..(M)
Trabajador social de bienestar o recreación.....(S)..(P)..(M)
Maestro, profesor o administrador: colegio, Universidad.....(S)..(P)..(M)
Maestro o administrador: secundaria.....(S)..(P)..(M)
Maestro o administrador: elemental.....(S)..(P)..(M)
Maestro o especialista en educación: otro.....(S)..(P)..(M)
Técnico, tecnológico (salud).....(S)..(P)..(M)
Técnico, tecnólogo (otro).....(S)..(P)..(M)
Terapista (físico, ocupacional, del habla).....(S)..(P)..(M)
Veterinario.....(S)..(P)..(M)
Escritor, periodista, intérprete.....(S)..(P)..(M)
Otra ocupación, n.e.c.*.....(S)..(P)..(M)
Desempleado.....(S)..(P)..(M)
Indeciso.....(S)..(P)..(M)

*No se clasifica en ninguna otra parte.

28. ¿Cuáles de los siguientes son importantes para usted en la selección de su futura carrera ocupacional? (Marque uno en cada columna)

(S) Sin importancia
(P) Poca importancia
(M) Mucha importancia

Oportunidades de empleo generalmente disponibles.....(M).(P).(S)
Posibles oportunidades de ascenso o promoción rápida.(M).(P).(S)
Anticipación de salarios altos.....(M).(P).(S)
Ocupación de prestigio y estimación.....(M).(P).(S)
Ofrece mucha independencia.....(M).(P).(S)
Oportunidades de progreso constante.....(M).(P).(S)
Poder hacer contribución importante a la sociedad....(M).(P).(S)
Poder evitar presión.....(M).(P).(S)
Poder trabajar con ideas.....(M).(P).(S)
Poder ser útil a otros.....(M).(P).(S)

Poder trabajar con otras personas.....(M).(P).(S)
Verdadero interés en el campo.....(M).(P).(S)

29. Marca uno en cada columna:

(4) Completamente de acuerdo
(3) De acuerdo parcialmente
(2) En desacuerdo parcialmente
(1) Completamente en desacuerdo

El gobierno federal no está haciendo lo suficiente para controlar la contaminación ambiental.....(1).(2).(3).(4)
El gobierno federal no está haciendo lo suficiente para proteger al consumidor de bienes y servicios defectuosos e imperfectos.....(1).(2).(3).(4)
El gobierno federal y estatal debería de proveer más dinero para los colegios y universidades privadas.....(1).(2).(3).(4)
El gobierno federal debería ayudar a los estudiantes universitarios con más donaciones en vez de préstamos.....(1).(2).(3).(4)
Existe demasiada preocupación por los derechos de los criminales en las cortes.....(1).(2).(3).(4)
La gente no debería obedecer las leyes que violan sus valores personales.....(1).(2).(3).(4)
Mientras la gente trabaje arduamente se le debería pagar por igual, independientemente de su habilidad o calidad del trabajo.....(1).(2).(3).(4)
Las actividades de la mujer casada se limitan mejor al hogar y a su familia.....(1).(2).(3).(4)
Una pareja debería vivir algún tiempo junta antes de decidirse a casarse.....(1).(2).(3).(4)
A Los padres se les debería desalentar en cuanto a tener familias numerosas.....(1).(2).(3).(4)
Si dos personas se gustan realmente, está correcto que tengan sexo aunque se conozcan durante muy poco tiempo.....(1).(2).(3).(4)
Las mujeres deberían de recibir el mismo salario y oportunidades de progreso que el hombre en posiciones comparables.....(1).(2).(3).(4)
Las personas ricas deberían pagar más impuestos que lo que pagan actualmente.....(1).(2).(3).(4)
La marihuana debería legalizarse.....(1).(2).(3).(4)
Se deberían proscribir las contribuciones grandes de individuos ricos a campañas políticas.....(1).(2).(3).(4)
En realidad un individuo puede efectuar muy pocos cambios en nuestra sociedad.....(1).(2).(3).(4)
Si comparamos a la mayor parte de la gente que está en sus 40 y 50 años, encontramos que la juventud de hoy día es más idealista.....(1).(2).(3).(4)
La juventud de hoy día entiende más sobre sexo que la mayoría de los adultos.....(1).(2).(3).(4)
Los oficiales del colegio tienen el derecho de reglamentar la conducta de los estudiantes fuera del recinto.....(1).(2).(3).(4)

Las promociones de la facultad, en parte, deberían basarse en las evaluaciones de los estudiantes..(1).(2).(3).(4)
Las notas en el colegio deberían eliminarse.....(1).(2).(3).(4)
Los colegios podrían mejorarse si no se enfatizara tanto la organización de eventos deportivos.....(1).(2).(3).(4)
Las publicaciones de los estudiantes deberían ser aprobadas por los oficiales del colegio.....(1).(2).(3).(4)
Los oficiales del colegio tienen derecho a prohíbirles a personas con ideas extremistas que hablen en el recinto.....(1).(2).(3).(4)
Los estudiantes con trasfondos sociales en desventaja deberían de recibir preferencia en su admisión a colegio.....(1).(2).(3).(4)
La mayoría de los oficiales de los colegios han sido demasiado débiles al intervenir en las protestas de los estudiantes dentro del recinto.(1).(2).(3).(4)
La admisión libre (admitir a cualquiera que solicite) debería adoptarse por todos los colegios financiados por el público.....(1).(2).(3).(4)
Aunque la admisión sea libre, el colegio debería aplicar las mismas normas de aprovechamiento al otorgar grados a todos los estudiantes.....(1).(2).(3).(4)

30. Abajo hay una lista, agrupada en categorías generales, de las diferentes áreas al nivel de bachillerato. Marque solamente un círculo para indicar su probable área de estudio.

ARTES Y HUMANIDADES
Bellas artes y artes aplicadas.....O
Inglés (lenguaje y literatura).....O
Historia.....O
Periodismo.....O
Lenguaje y literatura (excepto inglés).....O
Música.....O
Filosofía.....O
Declamación y Drama.....O
Teología o Religión.....O
Otras Artes y Humanidades.....O

CIENCIAS BIOLÓGICAS
Biología (general).....O
Bioquímica o biofísica.....O
Botánica.....O
Ciencias Marinas (vida).....O
Microbiología o bacteriología.....O
Zoología.....O
Otras Ciencias Biológicas.....O

COMERCIO
Contabilidad.....O
Administración Comercial (general).....O
Finanzas.....O
Mercadeo.....O
Gerencia.....O
Ciencias Secretariales.....O
Otros cursos comerciales.....O

EDUCACIÓN
Educación Comercial.....0
Educación Elemental.....0
Educación en Arte y Música.....0
Educación Física o Recreación.....0
Educación Secundaria.....0
Educación Especial.....0
Otra Educación.....0

INGENIERÍA
Ingeniería Aeronaútica o Astronaútica.....0
Ingeniería Civil.....0
Ingeniería Química.....0
Ingeniería Electrónica o Eléctrica.....0
Ingeniería Industrial.....0
Ingeniería Mecánica.....0
Otra Ingeniería.....0

CIENCIAS FISICAS
Astronomía.....0
Ciencia Atmosférica (incl. Meteorología).....0
Química.....0
Ciencia de la Tierra.....0
Ciencias Marinas (incl. Oceanografía).....0
Matemáticas.....0
Física.....0
Estadísticas.....0
Otras Ciencias Físicas.....0

PROFESIONAL
Arquitectura o Planificación Urbana.....0
Economía Doméstica.....0
Tecnología de la Salud (Médica, dental, laboratorio).....0
Biblioteca o Ciencias de Archivología.....0
Enfermería.....0
Farmacia.....0
Terapia (Ocupacional, Física, del habla).....0
Otras Profesiones.....0

CIENCIAS SOCIALES
Antropología.....0
Economía.....0
Geografía.....0
Ciencias Políticas (gobierno, relaciones internacionales..0
Sicología.....0
Trabajo Social.....0
Sociología 0
Otras Ciencias Sociales.....0

TECNICO
Industria de la Construcción.....0
Elaboración de Datos o Programador de Computadoras.....0
Delineante o Diseñador.....0
Electrónica.....0
Mecánica.....0
Otros Campos técnicos.....0

OTROS CAMPOS
Agricultura.....0
Comunicaciones (radio, T.V., etc.).....0
Agente Policíacc.....0
Ciencias Militaros.....0
Otros campos.....0
Indeciso.....0

31. Indique la importancia que tiene para usted cada uno de los siguientes: (Marque uno por cada pregunta)

(S) Sin importancia----------
(A) Alguna importancia----------
(M) Mucha importancia----------
(E) Esencial----------

Consumarme como artista en una de las artes dramáticas (teatro, baile, etc.).....(E)..(M)..(A)..(S)
Convertirme en una autoridad en mi campo.....(E)..(M)..(A)..(S)
Obtener el reconocimiento de mis colegas por mis contribuciones en el campo en el cual me he especializado.....(E)..(M)..(A)..(S)
Ejercer influencia en la estructura política.....(E)..(M)..(A)..(S)
Ejercer influencia en los valores sociales.....(E)..(M)..(A)..(S)
Criar una familia.....(E)..(M)..(A)..(S)
Tener responsibilidades administrativas por el trabajo de otros.....(E)..(M)..(A)..(S)
Estar muy bien económicamente.....(E)..(M)..(A)..(S)
Ayudar a otros que están en dificultades.....(E)..(M)..(A)..(S)
Hacer una contribución teórica a la ciencia.....(E)..(M)..(A)..(S)
Escribir obras originales (poemas, novelas, cuentos, etc.).....(E)..(M)..(A)..(S)
Crear trabajos artísticos (pintura, escultura, decoración, etc.).....(E)..(M)..(A)..(S)
Tener éxito en un negocio propio.....(E)..(M)..(A)..(S)
Participar en programas para la purificación del ambiente.....(E)..(M)..(A)..(S)
Desarrollar una filosofía significativa de la vida.....(E)..(M)..(A)..(S)
Participar en programas de acción comunal (de la comunidad).....(E)..(M)..(A)..(S)
Manternerme al día en asuntos sobre política internacional.....(E)..(M)..(A)..(S)

32. ¿Qué probabilidad hay, según su propio juicio, de que: (Marque uno por cada pregunta)

(N) Ninguna probabilidad--------
(P) Muy poca probabilidad------
(A) Alguna probabilidad-------
(M) Muy buena probabilidad---

Cambie su campo de concentración?.....(M).(A).(P).(N)
Cambie la selección de su carrera?.....(M).(A).(P).(N)
Fracase en uno o más cursos?.....(M).(A).(P).(N)
Se gradúe con honores?.....(M).(A).(P).(N)
Sea elegido como representante de los estudiantes?...(M).(A).(P).(N)
Ingrese a una fraternidad, sororidad o club social?..(M).(A).(P).(N)
Viva en un dormitorio coeducativo?.....(M).(A).(P).(N)
Viva en una comuna mientras está en el colegio?.....(M).(A).(P).(N)
Sea elegido miembro de una sociedad de honor Académico?.....(M).(A).(P).(N)

Obtenga por lo menos un promedio de "B"?.....(M).(A).(P).(N)
Necesite tiempo adicional para terminar los requisitos para el grado?.....(M).(A).(P).(N)
Tenga que trabajar fuera del colegio durante sus estudios?.....(M).(A).(P).(N)
Solicite orientación vocacional?.....(M).(A).(P).(N)
Solicite orientación individual en problemas personales?.....(M).(A).(P).(N)
Se matricule en cursos de honor?.....(M).(A).(P).(N)
Obtenga el bachillerato (B.A., B.S., etc.?)..(M).(A).(P).(N)
Deje este colegio temporalmente (excl. el traslado).....(M).(A).(P).(N)
Deje el colegio permanentemente?.....(M).(A).(P).(N)
Se traslade a otro colegio antes de graduarse? .....(M).(A).(P).(N)
Entre al servicio militar activo antes de terminar el colegio?.....(M).(A).(P).(N)
Esté satisfecho con su colegio?.....(M).(A).(P).(N)
Tenga más éxito después de graduarse que la mayoría de los estudiantes que asisten a este colegio?.....(M).(A).(P).(N)
Encuentre un trabajo en el campo en que se ha preparado después de graduarse?.....(M).(A).(P).(N)
Se case mientras estudia? (omítase si es casado).....(M).(A).(P).(N)
Se case dentro de un año después de terminar el colegio? (omítase si es casado).....(M).(A).(P).(N)

INSTRUCCIONES:
El resto de estos círculos se proveen para preguntas específicas diseñadas por su colegio, en vez del Laboratorio de Educación Superior. Si su colegio ha decidido usar los círculos, observe cuidadosamente las instrucciones suplementarias que le den.

Gracias

33. (A) (B) (C) (D) (E)
34. (A) (B) (C) (D) (E)
35. (A) (B) (C) (D) (E)
36. (A) (B) (C) (D) (E)
37. (A) (B) (C) (D) (E)
38. (A) (B) (C) (D) (E)
39. (A) (B) (C) (D) (E)
40. (A) (B) (C) (D) (E)
41. (A) (B) (C) (D) (E)
42. (A) (B) (C) (D) (E)

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